

STUDENT OBJECTIVES

- Identify transitional words and phrases
- Use transitions to link ideas

RESOURCES AND PREPARATION

You will need photocopies for students of:

- **Student Lesson Summary**, p. 187
- **Teaching Model**, Transitions, p. 188
- **Practice Worksheets**, Levels A and B, pp. 189–190
- **Reteaching Worksheet**, p. 191

Teach

- 1. Transitions:** Tell students that transitions add coherence to writing because they show how ideas are linked. Transitions can also reveal the organizational pattern of a paragraph or longer piece of writing.
- 2. Teaching Transitions:** Pass out the **Lesson Summary** and guide students through the **Academic Vocabulary**. Use the **Lesson Summary** to review the “Here’s How” steps for choosing and using transitions.
 - **Relationships:** Point out that without transitions, the example sentences might seem abrupt, unconnected, and disorganized. Ask students to decide what the relationship between the following two ideas is. (*contrast*)

EXAMPLE

Charlotte was very tall and athletic.
She hated playing basketball.

- **Patterns:** Stress that transitions smooth the change from one idea to another, and that the link between ideas may be part of larger pattern. Distribute the **Teaching Model**. Ask students to select a transition that expresses the contrast pattern of organization.

EXAMPLE

Charlotte was very tall and athletic. (*However; But; Nevertheless*) she hated playing basketball.

- **Variety and Clarity:** Point out that the examples on the **Lesson Summary** use two different kinds of transitions because the relationships between the ideas being expressed changed. In the first paragraph, the relationship changes from one of comparison to one of contrast. In the second paragraph the relationship changes from one of sequence to one of cause and effect.
- 3. Guided Practice:** Go over the **Teaching Model** chart of different kinds of transitions with students.
 - Challenge individuals or pairs to create sentences with related ideas that use some of the transitions from the chart. (*Sample: Tyrone did very well in school. As a consequence, he won a scholarship to college.*)
 - Have student volunteers brainstorm additional transitions to list in each category.

TRANSITIONS, CONTINUED

QUICK CHECK. Write the sentences on the board. Then ask the questions that follow.

Sheena was shy and quiet. Tanisha was shy and quiet.

1. What kind of transition could you add to these sentences to improve coherence? (*a comparison transition*)
2. What transitions might work? (*Samples: Like Sheena, Tanisha was shy and quiet; Sheena was shy and quiet. Similarly, so was Tanisha; Tanisha is shy and quiet in the same way as Sheena; Sheena is shy and quiet. Tanisha is shy and quiet too.)*)

Practice and Apply

Activities involving transitions appear on pp. 189–190.

- Assign **Practice Worksheet A** to students who need more structured activities.
- Assign **Practice Worksheet B** to grade-level and above-level students.

Sample Answers: Practice Worksheet A

1. *First; Then, Next, Second*
2. *next to, behind; Behind, Next to*
3. *Like*
4. *Unlike*
5. *As a result,*
6. *Equally, More*
7. *As a result,*
8. *Because*
9. *Since*
10. *Consequently, Therefore*

Sample Answers: Practice Worksheet B

1. Next to him was Joey, looking relaxed.
2. As a result, the basement flooded.
3. Yet today she felt tired and weak.
4. Worst of all, whole towns were destroyed.
5. Then, the feature movie came on.
6. *Antarctica is the coldest, driest place on earth. That's because it rarely rains or snows on the continent. However, there are blizzards. Wind blows snow that's already on the ground around. As a result, it can be hard to see. Weather like this makes Antarctica a dangerous place to travel. During the winter, there is no daylight and the temperatures get very cold. In contrast, summer is a good time to travel there. The daylight hours are long and the weather is warmer. As a consequence, many seals, penguins, whales, and walruses spend their summers along the coast of Antarctica.*

Assess and Reteach

Use these guidelines to determine if students need the **Reteaching Worksheet**.

- **Practice Worksheet A:** Students should correctly answer all of items 1–6 and at least three of items 7–10.
- **Practice Worksheet B:** Students should correctly answer items 1–5 and revise the paragraph adequately.

For students who need reteaching, review the **Lesson Summary** and the **Teaching Model**. Brainstorm with students one or two new examples of sentences using transitions. Then have them complete the **Reteaching Worksheet**, p. 191.

Sample Answers: Reteaching Worksheet

1. *After*
2. *Similarly,*
3. *so*
4. *Best of all,*
5. *However,*
6. *Above*
7. *Switzerland is a very mountainous country. Nepal is, too.*
8. *First, the lightning flashed. Then, the thunder rumbled.*
9. *I was walking barefoot. Underneath my feet was soft, powdery sand.*
10. *Carlyle loved animals. As a result, he always had a lot of pets.*